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ABSTRACT

This report elaborates on nonnumerical summaries of quantitative data on practices applied to instructional materials by the staff members of 17 service agencies of the Education Department of Tasmania, Australia. The descriptions presented are based on interviews and observations made during a survey conducted between October 1987 and February 1988. Each description has two parts: an introduction and a descriptive account of the practices. The descriptive account consists of descriptions of practices applied in the sequence between development and implementation of the materials: the techniques of learner-based verification and revision; screening for adoption; descriptive analyses and evaluation; and decision-making for selection and implementation. Appended are seven references and a glossary. (SI)

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A REPORT ON THE PRACTICES APPLIED TO INSTRUCTIONAL MATERIALS AT SERVICE AGENCIES OF THE EDUCATION DEPARTMENT OF TASMANIA

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ABSTRACT	This document reports on the mission programs, personnel and practices applied to instructional materials at seventeen agencies of the Education Department of Tasmania: The Curriculum Development and Evaluation Section; The Media Library, Curriculum Services Section; The Student Services Branch, Division of Technical and Further Education; The Curriculum Services Section; the Elizabeth Computer Centre; The Regional Resource Centre, Launceston Teachers Centre; the Language Arts Resources Centre; the Bowen Road Resource Centre; the Gifted and Talented Resource Centre; the Goodwood Arts Centre; the Flagstaff Mathematics Centre; the Maths-Science Resource Centre; the Molesworth Environment Centre; the Sprent Environment Centre; the Woodbridge Marine Studies Centre; the Port Arthur Education Centre; and the Schools Board of Tasmania. (Author)

Submitted in partial fulfilment of the requirement for the Master of Educational Studies degree at the University of Tasmania.

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CONTENTS

		Page
Contents		i
Preface		ii
1. Introduction		1
2. Descriptions		
Site 1:	The Curriculum Development and Evaluation Section	2
Site 2:	The Media Library, Curriculum Resources Section	6
Site 3:	The Student Services Branch	9
Site 4:	The Curriculum Services Section, Division of Technical and Further Education	11
Site 5:	The Elizabeth Computer Centre	13
Site 6:	The Regional Resource Centre, Launceston Teachers Centre	16
Site 7:	The Language Arts Resources Centre	19
Site 8:	The Bowen Road Resource Centre	23
Site 9:	The Gifted and Talented Resource Centre	25
Site 10:	The Goodwood Arts Centre	27
Site 11:	The Flagstaff Mathematics Centre	29
Site 12:	The Mathematics Science Resource Centre	31
Site 13:	The Molesworth Environment Study Centre	33
Site 14:	The Sprent Environment Centre	35
Site 15:	The Woodbridge Marine Studies Centre	37
Site 16:	The Port Arthur Education Centre	39
Site 17:	The Schools Board of Tasmania	42
Bibliography		44
Glossary		45

PREFACE

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INTRODUCTION

The purpose of this report is to elaborate upon non-numerical summaries of quantitative data on practices applied to instructional materials by the staff members of seventeen service agencies of the Education Department of Tasmania. The descriptions presented in this report are based upon interviews and observations made during a survey conducted by the researcher during the period between October, 1987, and February, 1988, as well as documentary evidence collected after this period. (Education Department of Tasmania, n.d.a.) The non-numerical summaries of these observations are reported in Chapter 2 of the evaluation report, A System for the Exchange of Information on Instructional Materials : An Evaluation for Planned Change in Australian Education.

The descriptions are arranged in the same order in both reports. Each description is presented in this report in two parts: an introduction; and a descriptive account of the practices. The Introduction contains information on the development of the agency, its mission, program and personnel. The descriptive account consists of descriptions of practices applied in the sequence between development and implementation of the materials; the techniques of learner-based verification and revision, screening for adoption, descriptive analysis and evaluation, decision-making for selection, and decision-making for implementation.

Site 1: THE CURRICULUM DEVELOPMENT AND EVALUATION SECTION

1. Introduction

The origin of the Curriculum Development and Evaluation Section of the Education Department of Tasmania dates back to World War II. Although the Education Department of Tasmania had opened a Curriculum Office during the immediate pre-war years, this was closed during 1941 due to war contingencies. The appointment of a curriculum officer in 1944, and then an assistant in 1945, to instigate curriculum changes in primary and secondary education, commenced the development of a Curriculum Branch to promote curriculum development in Tasmanian education.

During the 1950s, the work of the Curriculum Branch concentrated on several main activities: an extensive evaluation project and pilot study in ten Hobart schools of innovative techniques in handwriting; developing syllabuses for various subject areas; the development of a series of readers for the infant level; and the publication of a journal, Tasmanian Education, which included a popular series on early Tasmanian history. The decade closed with a decision to implement the cord cursive technique of handwriting in all primary schools during 1960.

The work of the Curriculum Branch expanded during the 1960s. Many activities conducted during the 1950s, such as the revision of syllabuses and the publication of journals continued, but two important projects, the introduction of both the cord cursive technique of handwriting and a series of Wide Range Readers to Tasmanian schools concluded in 1961. Significant additions to the program of the Curriculum Branch were the establishment of a Materials Evaluation Unit and an associated Curriculum Display Centre in 1962, and the establishment of a Testing Unit in 1969. Towards the end of the decade, the influence of national planning in curriculum development became evident in the work of the Curriculum Branch through the initiation of the National Social Science Project in 1968.

This trend was developed further during the 1970s, to the extent that projects initiated by Federal sources, such as the Commonwealth Schools Commission and the Curriculum Development Centre, rivalled in importance state-level projects. The most significant nationally funded projects were the Social Education Materials Project (SEMP), which involved establishing a CDC SEMP Publications Unit in Tasmania during 1977. The renamed Curriculum Centre also became associated at this time with a range of other national projects: Environmental Education; Core Curriculum Study Group; Pacific Circle

Project; Mathshop; Teachers as Evaluators; Language in Learning; Multi-arts Project; Legal Education; and Interchange of State Media Centres Project. Important state-level projects included a project initiated in 1971 to implement the Social Science Program in primary and secondary schools in Tasmania and to develop curriculum materials for the Program, a project on religious education conducted during 1972 and 1973, and the Language Across the Curriculum Project, which commenced in 1975. Activities commenced at earlier times were continued, such as publication of the Tasmanian Journal of Education and the Tasmanian Education Gazette and the review and display service for curriculum materials, or expanded, as in the case of the work of the Testing Unit.

Development of this range of activities during the 1970s led to definition of the work of the Curriculum Centre during the 1980s into four areas: special projects; school-based review and development; publications and information; and curriculum evaluation and student assessment. The Curriculum Centre contributed to national level projects such as the Antarctic and Southern Ocean Project, the Five Schools Project, Health Education Project, the MATE Multicultural Project, the Talented and Gifted Children Project and the Participation and Equity Program. Important state-level projects conducted by the Curriculum Centre were Aborigines in Tasmania; Bowen Park Historic Site; COPE Development; Fire Education; Girls in Education; Handwriting; HOME Multicultural; Information Skills Development; Mining; Port Arthur Historic Site; Girls' Self-esteem; Higher Order Thinking Skills; and Tourism Education.

School-based review and development continued through subject development and revision of syllabuses. Establishment of a Publications and Development Office led to a diversification in the types of publications undertaken by the Curriculum Centre during the 1980s. The Testing Unit, renamed as an independent Evaluation and Measurement Section in 1980, continued work in areas of student assessment. During 1985, the Curriculum Centre, renamed as the Curriculum Development and Evaluation Section, formed part of an enlarged Curriculum Services Branch, relocated on the site of the Division of Educational Programs. The Curriculum Development and Evaluation Section consists at present of four units: subject development; curriculum development; evaluation and research; and educational measurement. The Subject Development Unit maintains and develops subject areas of the curriculum. The Curriculum Development Unit conducts both national-level and state-level projects on curriculum development. The Evaluation and Research Unit conducts projects on curriculum evaluation and educational research. The Educational Measurement Unit conducts work in areas of student assessment.

2. Practices applied to Instructional Materials

In 1962, a Materials Evaluation Unit was established within the Curriculum Branch to conduct descriptive analytical reviews of curriculum materials received by the Curriculum Branch. Textbook reviewing committees were also appointed at both primary and secondary levels to assist in the conduct of reviews, of publishing reviews, and of listing approved materials. Reviews were published in the Tasmanian Education Gazette or the Tasmanian Journal of Education. Dissemination of curriculum materials to teachers was promoted through the establishment of a Curriculum Display Centre at the site of the Curriculum Branch office in 1963.

This service was continued until 1985 with some alterations. In 1976, a quarterly publication, Materials Review, was instituted specifically for dissemination of this information to all teachers, thereby replacing the use of the Tasmanian Education Gazette and the Tasmanian Journal of Education for this purpose. In 1978, the publication of this journal was reduced to three issues but in 1979 increased to twelve issues. In 1981, the Materials Review was renamed the Tasmanian Resources Review, and provided as a tabloid to all Tasmanian schools each school term. Introduction of the Tasmanian Resources Review led to a marked increase in reviews from 600 in 1982 to 1,000 each in 1983 and 1984. Involvement of the Curriculum Development and Evaluation Section, however, in the descriptive analytic reviews of commercially available instructional materials through the Tasmanian Resources Review ended during 1985, when both the journal and its editor were transferred to the Curriculum Resources Section.

The current practices applied to instructional materials by officers of the Curriculum Development and Evaluation Section are now described.

2.1 Learner-based Verification and Revision

Pilot-trials, pilot-tests, field-trials and field-tests are used for developing site-developed instructional materials only. The selection of a particular form depends upon the nature of the material, that is, how important it is judged to be for schools, and how long an educational life it will have.

2.2 Screening for Adoption

No form of screening is applied for the adoption of site developed instructional materials. Subject supervisors are responsible for screening commercially available instructional materials. An informal procedure is used but this is determined at the supervisor's discretion.

2.3 Descriptive Analysis and Evaluation

No form of descriptive analysis and evaluation is applied to site-developed instructional materials or commercially available instructional materials.

2.4 Decision-making for Selection

As subject supervisors are responsible for adoption of commercially available instructional materials through negotiations with school staffs, they may influence the selection process at the school level. Subject supervisors negotiate directly with both the sales staffs of publishers and school personnel. Their influence in such negotiations is derived from the role subject supervisors perform as recognised authorities in particular subject areas.

2.5 Decision-making for Implementation

Subject supervisors and other staff members of the Curriculum Development and Evaluation Section often initiate decision-making roles to implement site-developed instructional materials, commercially available instructional materials and educational equipment in schools. This is conducted through either informal consultations between staff members and teachers or demonstrations in classrooms.

Site 2: THE MEDIA LIBRARY, CURRICULUM RESOURCES SECTION

1. Introduction

The Media Library is a unit of the Curriculum Resources Section of the Education Department of Tasmania. The Curriculum Resources Section originated in 1937 as the Visual Aids Centre. The Centre operated a library service during the 'forties and 'fifties for a variety of audiovisual materials: motion films; film strips; and gramophone records. Additionally, site-developed motion films, film strips, charts and print materials were produced, and a journal, Visual Aids News, was published.

In March, 1960, the Visual Aids Centre moved from Lewis' Buildings in Murray Street, Hobart, to new premises at Brisbane Street. Shortly afterwards, in November, 1960, the Centre was renamed the Tasmanian Teaching Aids Centre. During the 1960s, an electronics and maintenance section was expanded to cater for the increasing quantity of audiovisual equipment placed in schools. In addition, the manufacture of aids continued, most notably an account of the geological background of Tasmanian landforms. In 1965, the Tasmanian Teaching Aids Centre was responsible for installing television receivers and language laboratories in schools for the first time. At the end of the decade, the mission of the Teaching Aids Centre had appropriated three aims: the selection, evaluation, supply and maintenance of audiovisual equipment; the development of instructional materials for the new social sciences curriculum; and the conduct of pre-service and in-service courses on the uses of audiovisual equipment and materials in classrooms.

During the 1970s, the activities of the Tasmanian Teaching Aids Centre extended these aims to include developments in the graphic arts, photography, printing, studio production, media mobiles, and a service in video cassettes. In 1975, the Teaching Aids Centre was relocated to a newly constructed site in Argyle Street, Hobart, and renamed the Tasmania Media Centre. In 1977, an annexe was established at Launceston, followed in 1978 by the founding of an annexe at Burnie.

The 1980s witnessed both extension and refinement of the activities of the Tasmania Media Centre. New booking and borrowing systems were instituted, the development and production of instructional materials became more important, video productions were instituted, teacher education programs on the uses and maintenance of audiovisual equipment and video recorders were improved, and the media mobile program was extended. In 1985, the Tasmania Media Centre was incorporated within the newly

established Division of Educational Programs. Renamed the Curriculum Resources Section, it is formed into three units - the Library and Information Unit, the Resource Implementation Unit, and the Resource Development Unit - and administers the Production and Maintenance Unit, jointly with the Curriculum Development and Evaluation Section.

2. Practices Applied to Instructional Materials

In 1974, procedures were developed to evaluate both instructional materials and educational equipment. Evaluation of commercially available instructional materials depended upon the application of techniques for learner-based verification, whilst screening procedures were introduced to appraise audiovisual equipment for adoption.

Commencing in 1978, a Schools Media Project team was established to assist schools which had identified a need to organise, to develop and to use audiovisual materials effectively. The aims of this project have been to make existing resources more accessible and appropriate for classroom use, to match course objectives with available resources, and to instruct teachers in the use of audiovisual equipment. By 1981, the importance of this work was recognised nationally and a special grant was received from the Schools Commission to design and to produce a material, the Resource Management Guide for Australian Schools. (Education Department of Tasmania, 1983).

During 1985, the Curriculum Resources Section gained responsibility for production of the Tasmanian Resources Review. This publication was continued until 1986 in the form inherited from the Curriculum Development and Evaluation Section. The review of print materials was then discontinued, and a format for reviewing computer courseware through the Tasmanian Resources Review was instituted by the Elizabeth Computer Centre, whilst the staff of the Media Library conducts reviews of audiovisual materials, which are added to this database.

The current practices applied to instructional materials by officers of the Media Library, which forms part of the Library and Information Unit, are now described.

2.1 Learner-based Verification and Revision

Techniques for learner-based verification and revision of audiovisual materials are not applied by the staff of the Media Library.

2.2 Screening for Adoption

An appraisal form is used to screen audiovisual materials for adoption. This appraisal form, Media Evaluation Form, consists of a set of criteria to screen the material on background information, the content, the physical description, the curriculum role, and grade level, and incorporates a rating scale for recommending adoption. Two teachers use the form to screen an audiovisual material independently.

2.3 Descriptive Analysis and Evaluation

Descriptive analysis and evaluation is encompassed by the media librarian preparing annotations of audiovisual materials for subject resource lists.

2.4 Decision-making for Selection

Teachers can view audiovisual materials displayed in the Media Library. Selection follows, either by the teacher consulting subject resource lists, or through an informal procedure of consultation between the teacher and the media librarian. The teacher, however, makes the final decision on the selection of an audiovisual material.

2.5 Decision-making for Implementation

Written briefs are issued by the media librarian to inform users of potentially controversial issues treated in audiovisual materials.

Site 3: THE STUDENT SERVICES BRANCH

1. Introduction

The Student Services Branch was formed during 1984 within the Division of Educational Programs. The Student Services Branch became fully operational during 1985 with the appointment of staff members to permanent offices at the site of the Division of Educational Programs. The section amalgamated the administration of services, previously provided independently by special education, guidance services, equal opportunity programs and special purpose programs, such as aboriginal education and the Participation and Equity Program.

During 1985, Regional Special Education Officers were appointed in the three regions to support special educational services conducted at special schools and by itinerant teachers of students with visual and hearing impairments in regular schools.

Assessment centres are maintained in each region to conduct guidance services. The centres house welfare officers and speech pathologists, support the activities of school-based guidance officers and social workers, and conduct student assessments.

Significant special purpose programs supported by the Student Services Branch are those for gifted and talented students, disruptive students, and aboriginal education. The Tasmanian Aboriginal Education Advisory Council was formed in 1983 to advise on aboriginal education. A co-ordinator of Aboriginal Education and three home-school liaison officers, one based in each region, were appointed to support the development of aboriginal education. An important feature of the program for aboriginal education has been the development of two curriculum materials: Return to the Islands (Education Department of Tasmania, 1984); and On Being Aboriginal (Education Department of Tasmania, 1985).

2. Practices applied to Instructional Materials

The staff of the Student Services Branch applies the following techniques to a range of commercially available curriculum materials and test instruments.

2.1 Learner-based Verification and Revision

Except to support the development of curriculum materials for aboriginal education, the staff members of Student Services Brands are not involved directly in the

development of curriculum materials. Consequently, techniques for learner-based verification and revision are not applied.

2.2 Screening for Adoption

An informal procedure is used to screen curriculum materials. The material is inspected by a staff member of Student Services, a regionally-based officer or a teacher, who then recommends or rejects its adoption.

2.3 Descriptive Analysis and Evaluation

The staff of the Student Services Branch does not annotate or review commercially available curriculum materials for teachers. An informal procedure for reviewing newly adopted curriculum materials is maintained to inform other staff members of the Student Services Branch.

2.4 Decision-making for Selection

Curriculum materials are usually introduced by staff members of the Student Services Branch and student support officers to teachers at seminars. An informal procedure is used which is often accompanied by a recommendation to select the materials.

2.5 Decision-making for Implementation

Curriculum materials are often released to teachers for classroom use at seminars. Such a release is usually accompanied by an oral statement recommending procedures for implementing materials in classrooms. Neither written briefs nor classroom demonstrations are generally used by the staff members of the Student Services Branch for recommending implementation of curriculum materials.

Site 4: CURRICULUM SERVICES SECTION, DIVISION OF TECHNICAL AND FURTHER EDUCATION

1. Introduction

Following a series of reports, the two sections of Technical and Further Education and senior secondary colleges were combined to form the Division of Technical and Further Education in January, 1979. This innovation led to the development of community colleges and an increased regionalisation of further education. As a result, regional superintendents of further education were appointed in the north-western, northern and southern regions to work with regional co-ordinating committees to further community college development.

The Division of Technical and Further Education provides courses through colleges at Hobart, Launceston, Burnie, Devonport and Queenstown and centres at Smithton, Scottsdale, Campbell Town, Oatlands and Huonville. Adult education courses are offered at centres at Hobart, Launceston, Devonport, Burnie, Wynyard, Queenstown, Campbell Town, Oatlands and Huonville. In addition, correspondence courses for isolated students, and others unable to attend regular classes, are administered through the External Studies Service of the Hobart Technical College.

2. Practices applied to Instructional Materials

2.1 Learner-based Verification and Revision

No practices for learner-based verification and revision are applied to either site-developed or commercially available instructional materials.

2.2 Screening for Adoption

A Curriculum Working Party, consisting of a Curriculum Co-ordinator, college subject specialists and representatives from industry and commerce, acts as a committee to screen commercially available instructional materials by means of an informal procedure.

2.3 Descriptive Analysis and Evaluation

No form of descriptive analysis and evaluation is applied to either site-developed or commercially available instructional materials.

2.4 Decision-making for Selection

No form of decision-making is applied by staff members to select instructional materials for teachers in TAFE colleges.

2.5 Decision-making for Implementation

An informal procedure is used by members of the Curriculum Working Party to recommend teaching-learning methods for implementing instructional materials, but the final decision is a matter for the policy of each TAFE college.

Site 5: ELIZABETH COMPUTER CENTRE

1. Introduction

The Elizabeth Computer Centre was established in 1972 to serve the computer-based needs of Tasmanian state schools. The services it provides include consultative support for schools, software development for schools, in-service training for teachers and support for other branches of the Education Department of Tasmania, such as accounting and library services.

The Elizabeth Computer Centre is located in the grounds of the Elizabeth College, Hobart. The Centre provides a statewide computer network through the TASNET system. It consists of 10 VAX minicomputers and three PDP/11 minicomputers, which provide on-line services to all high schools and an increasing number of district high schools and primary schools. A number of databases and services are available on TASNET.

2. Techniques applied to Instructional Materials

Techniques are applied to two categories of courseware: courseware for microcomputers that has been developed by the Elizabeth Computer Centre; and commercially available courseware. Techniques are applied by different groups to two types of hardware: a Hardware Review Group applies techniques to machines to be adopted; and the staff of the Elizabeth Computer Centre applies techniques to peripherals.

The application of techniques by the Hardware Review Group, however, is confidential. Since 1981, the Elizabeth Computer Centre has adopted a policy of supporting only a limited range of microcomputers for use in schools. The Hardware Review Group was established to ensure that sound practices are applied to screen microcomputers and other major items of equipment prior to adoption. In 1986, users of microcomputers in Tasmanian schools were invited to present submissions on preferred requirements to a User Requirements Working Group. This group reported its decisions to the Hardware Review Group, which assessed user requirements by applying agreed-upon criteria. The computer industry was invited to submit machines, which the Hardware Review Group screened on these criteria. After this process was concluded, in September 1986, recommendations were made about the adopted machines that were to apply for the next four years.

2.1 Learner-based Verification and Revision

Two types of validation are employed by the Elizabeth Computer Centre to develop its own courseware: laboratory validation through keyboard testing; and field–trialling courseware in Tasmanian schools. Personnel from three or four schools, who have volunteered their services, are selected to field-trial a courseware program. Although each group of school personnel determines the techniques to apply during a field-trial, the staff of the Elizabeth Computer Centre requires that information on learner-based verification is provided for revising the courseware product. Evidence of field-trial studies is not reported in the descrtiption of a courseware product.

2.2 Screening for Adoption

Neither an informal process nor an appraisal form is used to screen site-developed or commercially available courseware for adoption.

2.3 Descriptive Analysis and Evaluation

An instrument for descriptive analytic and evaluative review of courseware products, developed by the Elizabeth Computer Centre, is provided on a computer-based program, the Tasmanian Resources Review. This program is available on-line to Tasmanian schools through TASNET. Being adapted for computer-based application, the instrument is divided into two sections: a 'header', which contains criteria specifying background information; and a 'body', which contains criteria specifying both background information and descriptive analysis. The 'header' is used to specify an acquisition number, an acquisition date, the title of the software product, the publisher's name, and the type of review (product medium). The 'body' is used to specify costing details, format (hardware components required for delivery of the software product), distributor's name and address, the product's year of publication, the descriptive analytical and evaluative review of the product and references to other sources of product assessment.

Evaluations of commercially available courseware products are undertaken for three purposes: those requested by publishers; those included in the Tasmanian Resources Review database; and those included in the published journal of the Elizabeth Computer Centre, Classroom Computing. In the first case, evaluations must meet the evaluative requirements specified by publishers. In the second case, evaluations of commercial products included in the Tasmanian Resources Review are identical to those evaluations of products developed by the Elizabeth Computer Centre.

In the third case, evaluations published in Classroom Computing are based upon criteria specifying background information, which includes the distributor's name and address, machine (hardware for delivering the courseware product), suitability (grade level) and the reviewer's name. This is followed by a descriptive analytical and evaluative review.

2.4 Decision-making for Selection

Decision-making for selection of commercially available courseware, reviewed for the Tasmanian Resources Review and Classroom Computing, is provided by use of a rating scale.

2.5 Decision-making for Implementation

No techniques are applied to decision-making for implementation of either site-developed or commercially available courseware.

Site 6: THE REGIONAL CURRICULUM RESOURCE CENTRE, LAUNCESTON TEACHERS CENTRE

1. Introduction

Founded in 1970, the Launceston Teachers Centre was the first teachers' centre to be established in Australia. A Reading Development Centre was developed on this site in 1974, following a visit by the officer-in-charge to the Gillies Street Reading Development Centre at Adelaide, South Australia. A decision was made that the Reading Development Centre should establish a resource collection and promote teacher development.

With funds granted by the Tasmanian ASC Primary Recurrent Committee, reading schemes, reading programs, books, kits and games were purchased for a permanent collection and display. An advisory service was provided at the Reading Development Centre to assist teachers to select appropriate curriculum materials for their reading programs. During the immediate years following its establishment, a policy on the adoption of new curiculum materials for reading instruction was promulgated. This policy was facilitated in three ways: firstly, contact was established with other reading centres and with authorities on reading instruction through the Australian Reading Association; secondly, liaison was maintained with staff members of the Newnham Campus of the Tasmanian College of Advanced Education; and thirdly, an increasing number of sample copies of instructional materials were received from publishers.

In 1975, the Reading Development Centre moved to a separate building on the site. The adoption, the selection and the implementation of curriculum materials for reading instruction became an important function of the Centre following the appointment of additional staff members. With the appointment of a consultant on remedial reading, assistance in developing reading programs was provided directly to schools through visits. This allowed for a considerable amount of time being given to assist schools on their requests for the selection and implementation of basic reading schemes in classrooms.

The staff was increased again in 1977 with the appointment of three reading specialists, followed by an additional three reading specialists during 1979. This provided the Reading Development Centre with sufficient resource personnel to offer a professional development program to teachers on the principles of language acquisition and reading development. However, such pre-planned seminars were later abandoned, in favour of school-based seminars.

In 1981, the Reading Development Centre was relocated within the main building of the Launceston Teachers Centre and developed as the Language Arts Resources Centre. A more comprehensive program was then offered for the kindergarten through to grade 10 level, and an additional primary language consultant was appointed. In 1984, the collection of curriculum materials in the Language Arts Resource Centre was integrated with the pool collection and the library collection of the Launceston Teachers Centre to form the Curriculum Resource Centre for the northern region. During 1988, the roles of staff members of the Curriculum Resource Centre were redefined to enhance communication between the regional and central units of the Education Department of Tasmania.

2. Practices Applied to Instructional Materials

2.1 Learner-based Verification and Revision

The staff of the Regional Curriculum Resource Centre pilot-trials commercial materials sent by publishers. Groups of students are used. Feedback of results of pilot-trials are sent to publishers.

2.2 Screening for Adoption

The staff of the Regional Curriculum Resource Centre screens commercially available curriculum materials on the bases of the compatibility of a material's stated philosophy to current educational practice and criteria related to expense and physical factors. Screening is done informally by staff members working in groups or individually. Materials are adopted on the basis of this screening procedure.

2.3 Descriptive Analysis and Evaluation

The staff of the Regional Curriculum Resource Centre compiles descriptive analytical reviews of curriculum materials. Subject specialists, working as a team or individually, compile the reviews. The co-ordinator oversees the procedure. Bibliographies of curriculum materials are also prepared for use in seminars and workshops.

2.4 Decision-making for Selection

Teachers use the resource centre to view displays of commercially available curriculum materials. A staff member provides the full range of appropriate materials which a teacher then inspects. Selection follows, either independently by the

teacher, or in consultation with a staff member who may recommend a particular material. Such recommendations are based on a contextual match between a material and an instructional program.

2.5 Decision-making for Implementation

Both an informal procedure and demonstrations are used to recommend to teachers how curriculum materials may be best implemented. Strategies for implementation of a commercially available material are discussed at seminars and workshops. Demonstrations of commercially available materials are conducted in classrooms with the teacher present.

Site 7: THE LANGUAGE ARTS RESOURCES CENTRE

1. Introduction

The first, informal moves to establish a reading centre in southern Tasmania were made by several senior officers of the Education Department of Tasmania during 1974. As a result of support from the Management Committee of the Southern Teachers' Centre, accommodation for the Reading Centre was found in a two-room unit at the site of the Southern Teachers' Centre during 1975. An officer-in-charge, a teacher-librarian, and a typist were appointed; funding was provided to purchase materials and to conduct in-service courses. Renamed the Language Arts Resources Centre (LARC), this centre began operating at the commencement of 1976. Later in 1976, the centre was transferred to its present site at the Southern Teachers' Centre, now renamed the Philip Smith Education Centre. Comprising two floors, the LARC houses a preparation room for materials and a small seminar room on the ground floor, and the resources collection and a large seminar room on the first floor.

The purpose of the LARC is to promote knowledge and activities which will improve the literate standards of students. The LARC has adopted a widely accepted philosophy of instructional practice in the language arts to achieve this purpose. The work of the Centre has seven main aims: to foster the implementation of the Primary Language guidelines; to conduct a teacher development program for teachers of grades K to 10; to provide consultant services to teachers on language arts programming and materials; to display a comprehensive collection of current language arts materials; to prepare and to distribute teacher-made instructional materials; and to liaise with publishers on new instructional materials.

The present staff of the LARC consists of the Officer-in-Charge, an Early Childhood Consultant, a Primary Consultant, a Secondary Consultant, a Receptionist, and a part-time Teacher-aide. The roles of the consultants are to discuss language teaching issues, to demonstrate teaching-learning methods, to provide classroom resources to support language learning, and to apply criteria to select instructional materials.

The LARC houses important collections and displays of a range of instructional materials for the language arts: picture books; story books and novels for grades K to 12; poetry books; drama books; information books, ESL books; teacher reference books on language and language teaching; the latest range of Big Books; book sets; and textbooks for the secondary level. In addition, teacher-made handouts, posters,

bibliographic information on authors and books, videotapes, and journals are also included in the collection. In addition, a grades K to 10 Whole Language Classroom display room is housed in the LARC.

2. Techniques applied to Instructional Materials

The staff members of the LARC apply techniques to evaluate the range of instructional materials housed in the resources collection.

2.1 Learner-based Verification and Revision

Although the staff members of the LARC are involved in the development of the site-developed instructional materials of other agencies, they do not administer to students any techniques to conduct learner-based verification and revision.

2.2 Screening for Adoption

An informal procedure is applied by the staff of the LARC to screen instructional materials. This procedure involves a staff member, or other specialist in language development, reading an instructional material recommended to teachers. The staff member, or specialist, screens a material on the basis of whether it conforms to current thinking in language development.

2.3 Descriptive Analysis and Evaluation

The staff members of the LARC use descriptive reviews available from either commercial sources, such as journals, or develop their own descriptive analytical reviews. In some instances, both types of descriptive review are provided. In both cases, copies of the descriptive reviews are presented in the instructional material, between the front cover and the title page.

2.4 Decision-making for Selection

The involvement of the staff of the LARC in making decisions for selecting instructional materials takes five forms: through dissemination of publishers' brochures; at visits of teachers to the resources centre at the LARC; at school-based workshops and at workshops organised at LARC; by visits of staff members of the LARC to school libraries and classrooms; and occasionally by visits of staff members of the LARC to reading rooms at primary schools.

In the first form, publishers' brochures are screened by staff members of the LARC before being disseminated to teachers.

Teachers frequently visit the resources centre at the LARC to identify instructional materials that would be appropriate for classroom use. Once a teacher has examined a range of instructional materials, a LARC consultant discusses with a teacher how particular materials might fit the context of a specific school. On the basis of this discussion, the consultant will recommend specific instructional materials. Bibliographies are used in conjunction with this procedure.

At workshops for the Literature-based Language Program, which are provided on a request from a primary school, LARC consultants recommend that teachers select particular instructional materials that fit this program. Bibliographies are used in conjunction with this procedure.

Charged with implementing the Early Literacy In-service Course (ELIC), the LARC staff uses the program to provide teachers with the skills necessary to select instructional materials that are appropriate to implementing this course in their schools. On occasions, the ELIC is also used to introduce teachers to instructional materials. Bibliographies are also used to introduce new instructional materials.

At a visit to a school library, staff members of the LARC may recommend that staff members of the Curriculum Resources Section be employed to implement a resource management program. LARC staff members advise on the selection of instructional materials for language arts to be held in the collection. LARC consultants also implement a similar program in reading rooms of primary schools.

2.5 Decision-making for Implementation

Staff members of the LARC make two types of decision for implementing instructional materials: firstly, through working directly with a teacher in a classroom; and secondly, through providing a descriptive review for a teacher to implement an instructional material.

LARC consultants work with teachers to implement certain instructional materials in classrooms of primary schools. The consultations take three forms: demonstrating techniques for classroom use of instructional materials in enlarged print; demonstrating how children's literature resources should be displayed; and conducting reading sessions and a range of possible activities in which students select their own materials.

Because teachers sometimes require advice on implementing particular instructional materials, a LARC consultant prepares a descriptive brief of the material, which is aimed at facilitating its implementation. This descriptive review provides information on the contents of the materials and teaching-learning activities to be used.

Site 8: BOWEN ROAD RESOURCE CENTRE

1. Introduction

Before 1987, early childhood and primary consultants were based at the Southern Regional Office. In order to continue the policy of basing all consultants at schools, this group of consultants was relocated at the Bowen Road Primary School. This school was chosen primarily because of its central location in Hobart and also because a suitable classroom was available.

The Bowen Road Resource Centre houses a teacher resource room consisting of collections of supplementary curriculum materials, professional materials and site-developed curriculum materials. At the Centre, teachers can borrow these materials, which include supplementary materials in large print, termed 'big books'. Facilities are also available for making teaching aids.

The staff of the Bowen Road Resource Centre consists of a primary consultant and two early childhood consultants. The staff at the Bowen Road Resource Centre provides a program specifically designed for kindergarten and primary levels (grades K through 6). Seminars and workshops are held at the Centre throughout each school term covering curriculum issues and teaching-learning methods. The consultants also visit schools to discuss educational concerns; often they assist to implement new strategies in the classroom and to advise teachers on classroom management. The consultants also assist with staff development workshops, staff meetings, program development and evaluation, as well as consulting with parent groups on educational topics. The consultants also arrange inter-school visits for individual teachers.

2. Practices applied to Instructional Materials

2.1 Learner-based Verification and Revision

Although the staff of the Bowen Road Resource Centre develops curriculum materials such as handouts, these are not used with students for verification and revision.

2.2 Screening for Adoption

Neither site-developed nor commercially available curriculum materials are screened by the staff members of the Bowen Road Resource Centre.

2.3 Descriptive Analysis and Evaluation

The staff members of the Bowen Road Resource Centre conduct descriptive analytical reviews of commercially available professional materials and supplementary instructional materials on children's literature. The staff members prepare the reviews in summary form and then present the reviews orally at meetings of teachers, termed Book Share.

2.4 Decision-making for Selection

The activity of the staff of the Bowen Road Resource Centre in making decisions on selections of commercially available supplementary materials consists of three types: firstly, through dissemination of publishers' brochures; secondly, at visits of teachers to the Bowen Road Resource Centre; and thirdly, through recommendations for annual requisitions provided to the Supply Section of the Education Department of Tasmania.

Teachers visit the Bowen Road Resource Centre to select supplementary materials on children's literature. Once a teacher has examined a range of supplementary materials, a staff member discusses with a teacher how particular materials might fit a specific classroom context. On the basis of this consultation, the staff member will recommend that a teacher select particular supplementary materials that fit the context. Bibliographies and information provided in a newsletter on supplementary materials are also used in conjunction with this procedure.

2.5 Decision-making for Implementation

Staff members of the Bowen Road Resource Centre make two types of decision for implementing supplementary materials: firstly, through demonstrating the material in a classroom; and secondly, through influencing decision-making for implementation at Book Share meetings.

In the second type, a staff member will provide an illustration of how a supplementary material could be used effectively in a classroom at a Book Share meeting. This would include information on an appropriate teaching-learning method to enhance children's awareness of the material.

SITE 9: THE GIFTED AND TALENTED RESOURCE CENTRE

1. Introduction

The Gifted and Talented Resource Centre was established as a result of the work of committees on gifted and talented students formed by the Education Department of Tasmania. Because of increased attention being given to the needs of gifted and talented students by other Australian state education departments during the late 1970s, the Education Department of Tasmania established a committee during 1982 and 1983 to investigate the needs of gifted and talented students in Tasmanian education. The report of this committee (Education Department of Tasmania, n.d.b.: 5-6) recommended that a co-ordinator for gifted and talented students be appointed with the tasks of synthesising literature, adopting curriculum materials, organising a teacher education program, and preparing assessment procedures to identify potentially gifted and talented students.

The committee also recommended that a policy statement on gifted and talented students be formulated. Consequently, the Education Department of Tasmania formed a working party to prepare a policy statement on gifted and talented students. This policy statement (Education Department of Tasmania, n.d.c.) supported the findings of the earlier committee on gifted and talented students.

As a result, the Gifted and Talented Resource Centre was established during 1986 at the South Hobart Primary School, South Hobart, a suburb of Hobart, situated at the foothills of Mount Wellington. The Gifted and Talented Resource Centre consists of a teacher resource room which houses collections of curriculum materials, reference materials and displays of students' work.

The Gifted and Talented Resource Centre is staffed by one full-time teacher and a part-time clerical assistant. The staff of the Gifted and Talented Resource Centre provides an educational program, specifically designed for the primary level. The program offers a range of activities: a collection of curriculum materials and professional materials on gifted and talented children; a venue for seminars, workshops and staff meetings; professional support for teachers to develop teaching-learning approaches for gifted and talented students; provision of a consultant for school visits; and a site for display of students' work.

2. Practices Applied to Instructional Materials

2.1 Learner-based Verification and Revision

Teachers working through the Gifted and Talented Resource Centre design supplementary materials on activities to extend the giftedness of students. The staff does not apply techniques for learner-based verification of either those site-developed materials or commercially available curriculum materials.

2.2 Screening for Adoption

An informal procedure is used to screen commercially available curriculum materials. Such materials are often identified in bibliographies published in journals on gifted and talented children, publishers' catalogues and lists from State and Commonwealth government printers. Curriculum materials from these sources are obtained and read by the staff member. Screening of materials is based upon such inspections.

2.3 Descriptive Analysis and Evaluation

Descriptive analytical reviews of commercailly available curriculum materials and professional materials are provided on a limited basis, in the Gifted and Talented Resource Centre's publication, Good Ideas Factory.

2.4 Decision-making for Selection

Teachers use the resource centre to view and to borrow a range of commercially available curriculum materials. Selection follows, either independently by the teacher or in consultation with a staff member, who may recommend a particular material. Such recommendation only occurs when the staff member perceives that the teacher is in doubt as to what he or she should select.

2.5 Decision-making for Implementation.

Seminars are held at the Gifted and Talented Resource Centre to advise teachers on how to develop teacher-made curriculum materials. An informal procedure is used at seminars to advise teachers on how teacher-made curriculum materials may be best implemented.

Site 10: THE GOODWOOD ARTS CENTRE

1. Introduction

The Goodwood Arts Centre is attached to the Goodwood Primary School, Moonah, a working-class residential suburb of Hobart, adjoining the city's main industrial zone. Originally, the Goodwood Arts Centre consisted of a workshop to provide primary teachers with a permanent space to use art media and to view materials and equipment for the visual arts. A craft room, a seminar room, a pottery area and a kiln have been added.

The Goodwood Arts Centre was established late in 1978. A full-time consultant in the visual arts was first appointed in 1979. The program of the Goodwood Arts Centre has been extended to each of the main fields of fine arts with the appointment of a full-time drama consultant in 1987 and a full-time music resource teacher in 1988. The staff provides a teacher education program for the primary level that offers a range of activities: seminars on specific techniques or applications of the fine arts to the curriculum; evening workshops based upon areas teachers request; consultations with individual teachers; and visits by consultants to schools for school-based staff development.

2. Practices Applied to Instructional Materials

2.1 Learner-based Verification and Revision

The art consultant pilot-trials art equipment with small groups of students in order to assist in the adoption process. The results of this information are used to inform the Supply and Tender Section and not to revise the material.

2.2 Screening for Adoption

In addition to pilot-trialling, the consultant uses an informal procedure to assess equipment for adoption on the basis of its durability, practicality and cost.

2.3 Descriptive Analysis and Evaluation

Annotated lists of supplementary instructional materials are presented to teachers at seminars.

2.4 Decision-making for Selection

Art equipment available from commercial outlets is displayed at the resource centre. Teachers use the resource centre to view a range of such equipment. Selection follows, either independently by a teacher or in consultation with a staff member,

who may recommend a particular material. Recommendations of particular art equipment are also made at seminars.

2.5 Decision-making for Implementation

An informal procedure is used at seminars to advise teachers on how art equipment can be implemented in classrooms.

Site 11: THE FLAGSTAFF MATHEMATICS CENTRE

1. Introduction

The Flagstaff Mathematics Centre is situated at Warrane, a suburb of Hobart located on the eastern shore of the estuary of the Derwent River. The Flagstaff Mathematics Centre is attached to the Flagstaff Primary School. The Centre consists of a room that houses a resource collection, display areas, a dual purpose seminar and classroom area and facilities for making instructional aids for mathematics.

The Flagstaff Mathematics Centre was established in 1985, replacing two temporary sites of mathematics centres in the Hobart suburbs of Glenorchy and New Town. The current staff consists of two full-time resource teachers and a part-time co-ordinator. The staff of the Flagstaff Mathematics Centre provides a professional development and educational program, specifically designed for the early childhood and primary levels (grades K through to 6). The program promotes and facilitates change in mathematics education through increasing teachers' understandings of how children learn mathematics, and supporting new approaches to learning mathematics.

The program offers a range of activities for individual teachers and school staffs at the Centre, and the resource teachers also visit schools. Individual teachers use the Centre to make games, aids and work sheets, to discuss aspects of their mathematics programs, and to become familiar with instructional materials for mathematics. School staffs and parent groups use the Centre to conduct staff meetings, seminars and workshops, and to conduct class visits. The resource teachers undertake school-based visits to assist staff workshops, to provide support and assistance to individual teachers, to attend staff meetings or parent meetings, and to assist with program development and evaluation.

The staff of the Flagstaff Mathematics Centre is also involved in a range of activities with other organisations, groups and projects, which includes the Family Mathematics Project Australia and the Mathematics Curriculum and Teaching Program.

2. Practices applied to Instructional Materials

2.1 Learner-based Verification and Revision

The staff of the Flagstaff Mathematics Centre is involved in developing a small quantity of site-developed curriculum materials. Such materials are pilot-trialled by

teachers who volunteer their services. The techniques for pilot-trialling are left to the teachers' discretion. Curriculum materials are then revised on the basis of feedback from these teachers.

2.2 Screening for Adoption

An informal process is used by staff members to screen commercial materials for their suitability. The criteria used are the material's potential suitability for the Tasmanian context, the material's potential goodness of fit to the Tasmanian mathematics curriculum and the congruence of the material's philosophy with Tasmanian educators' philosophy on mathematics instruction. The staff members follow readings of a material with consultations and discussions.

2.3 Descriptive Analysis and Evaluation

No form of descriptive analysis and evaluation of curriculum materials is undertaken by staff.

2.4 Decision-making for Selection

Primary teachers use the resource centre to view 'hands-on' materials. Both teacher-made and commercial 'hands-on' materials are available at the resource centre. A staff member provides the full range of such materials for teachers to view. Selection follows discussion between the teacher and a staff member on which material is most likely to suit the teacher's context.

2.5 Decision-making for Implementation

An informal process only is used to recommend to a teacher how a material may be best implemented in his or her classroom. Discussion occurs on the organisation of the classroom environment. On the basis of this discussion, the staff member advises the teacher on how the material might be best implemented.

Site 12: THE MATHEMATICS-SCIENCE RESOURCE CENTRE, LAUNCESTON TEACHERS CENTRE

1. Introduction

A Mathematics-Science Resource Centre commenced at the site of the Philip Smith Education Centre, Hobart, in 1973. Consultants on mathematics and the sciences were appointed, a collection of curriculum materials and professional materials was established. During 1974, an in-service teacher education program was implemented and a newsletter, Perspective, was published. With the introduction of new programs for mathematics and science at the primary level during 1977, the Mathematics-Science Resource Centre initiated procedures for loaning curriculum materials and educational equipment to teachers. In 1985, the activities of the Mathematics-Science Resource Centre at Hobart were integrated into the Curriculum Development and Evaluation Section.

During the late 1970s, mathematics resource centres were established at a number of primary schools in Tasmania: at Roseneath and at Lindisfarne in the southern region; at Wynyard, Montello and Ulverstone in the north-western region; and at Glen Dhu in the northern region. These centres provided in-service teacher education programs as well as collections of curriculum materials for mathematics. In 1980, a North-West Regional Primary Science Resource Centre was also established at Devonport. In 1980, two mathematics resource centres were transferred to new sites: the first from the Roseneath Primary School to the Glenorchy Primary School at Hobart, and the second from the Glen Dhu Primary School to the Charles Street Primary School at Launceston.

The mathematics resource centre, established at the Charles Street Primary School, Launceston, formed the basis for development of the Mathematics-Science Resource Centre currently located at the precincts of the Launceston Teachers Centre. The present building, occupied by the Mathematics-Science Resource Centre, was purchased during 1980, as the result of a decision by the Regional Superintendent for northern Tasmania. The building has two main rooms, one each occupied by the science consultant and the mathematics consultant. A collection of curriculum materials for loan to teachers is housed in each room. Small groups can also meet in the mathematics area for seminars. Apart from the two consultants, the Mathematics-Science Resource Centre is staffed by a part-time clerical assistant and a part-time cleaner.

2. Practices Applied to Instructional Materials

2.1 Learner-based Verification and Revision

The staff of the Mathematics-Science Resource Centre is involved in developing curriculum materials for use in classrooms. Pilot-testing is conducted on this type of material at the appropriate grade level whilst it is in a developmental stage. Revision of the product is made according to the results of learner verification. The product is then presented to teachers for field-testing in their classrooms. If necessary, the product is revised again through informal discussions with teachers.

2.2 Screening for Adoption

Neither an informal process nor an appraisal form is used to screen curriculum materials.

2.3 Descriptive Analysis and Evaluation

The Mathematics-Science Resource Centre has published descriptive analytical and evaluative reviews of commercially available textbook programs in a guide, The Tasmanian Elementary School Science, first published by the Education Department of Tasmania in 1978. These reviews have been developed for textbooks recommended for use in Tasmanian primary schools. The reviews are available to all teachers.

2.4 Decision-making for Selection

Personnel of the Mathematics-Science Resource Centre is only involved in the selection of curriculum materials when consulted by a teacher. Such a teacher is presented with a representative collection of curriculum materials which relates to the subject area of interest. Selection of a curriculum material will usually only be recommended if the teacher requests the consultant to offer such advice.

2.5 Decision-making for Implementation

No informal procedure or written brief is used to assist teachers to implement a curriculum material in classrooms. Consultants, however, frequently demonstrate the uses of curriculum materials with a teacher and a group of students in a classroom.

Site 13: MOLESWORTH ENVIRONMENT CENTRE

1. Introduction

The Molesworth Environment Centre was established in 1977, following a visit by a superintendent, Eric Morse, to study environmental centres in Britain during 1974. Molesworth was chosen as the site for an environmental centre because of its rich and varied valley environment, and its proximity for convenient travel from Hobart. Permission was gained from land-owners to establish a set of learning trails, which radiate from the Centre through surrounding bushland, farmland and hopfields.

The Molesworth Environment Centre is attached to the Molesworth Primary School. The Centre houses a teacher resource room consisting of collections of curriculum materials, reference books, and maps, as well as art and craft areas and displays of animal specimens. The Centre is staffed by a full-time teacher, who has been complemented by the appointment of a part-time teacher in 1984. Support staff consists of a part-time office assistant and a part-time groundsman.

The purpose of the Molesworth Environment Centre is to facilitate environmental studies and outdoor education. This purpose is achieved through teacher seminars, school-based consultancy, team-teaching and the provision of resources at the Centre. The educational program conducted by the Centre is specifically aimed at the primary level, although an approach to co-operative group problem-solving in the environment is being promoted for grade 5 through to grade 8. Participation by teachers in a one-day, pre-visit seminar is a prerequisite for school groups to visit the Molesworth Environment Centre. The pre-visit seminar enables teachers to plan the visit and to select appropriate features on the trails. School-based and parent seminars are also conducted by the staff members of the Molesworth Environment Centre. The program offers a range of activities for visiting groups: experiences of environmental trails; of a problem-solving trail; of sandstone cave areas; of hopfields; and of creek and sand environments.

2. Practices Applied to Instructional Materials

2.1 Learner-based Verification and Revision

The staff of the Molesworth Environment Centre develops supplementary materials on trails for environmental studies. The materials are developed on the basis of the consultants' knowledge of environmental studies and through consultation with

teachers. These materials are field-trialled with students and revised. Learner-based verification through field-trialling is applied to commercially available curriculum materials.

2.2 Screening for Adoption

An informal procedure is used to screen commercially available curriculum materials, for example work books. A staff member inspects and field-trials a material. The material is displayed in the Centre's resource collection following adoption.

2.3 Descriptive Analysis and Evaluation

Descriptive analytic and evaluative reviews of curriculum materials are compiled by the staff members for the Tasmanian Resources Review.

2.4 Decision-making for Selection

Teachers use the resource centre to view displays of a range of commercially available curriculum materials. Selection follows either independently by the teacher of through consultation with a staff member, who may recommend a particular material. Such recommendations are based on the perception of the staff member on how well the material has worked with students.

2.5 Decision-making for Implementation

An informal procedure is used at seminars to advise teachers on how curriculum materials may be best implemented.

Site 14: THE SPRENT ENVIRONMENT CENTRE

1. Introduction

The Sprent Environment Centre is situated at Sprent, a rural settlement near the north-western coast of Tasmania. Sprent lies approximately 15 kilometres inland from the coastal town of Ulverstone, in a rich, agricultural district noted for its dairy products.

The Sprent Environment Centre is attached to the Sprent Primary School. The Centre consists of a day visit centre, a residential centre, an indoor activity house and a 12.5 hectare farm. The day visit centre houses the teacher resource room consisting of collections of curriculum materials, reference books, maps, video and slide sets as well as art and craft areas, whilst displays of pet animals are to be found in the indoor activity house. The residential centre, which became operative in 1984, consists of three dormitories able to accommodate 40 children. Five teachers and parents can be accommodated in three additional rooms. The farm, which includes a dairy, is stocked with dairy cattle, pigs, goats, sheep, a horse and bees.

The Sprent Environment Centre was formally established in 1980. A full-time teacher was appointed in 1981, followed by a second, full-time appointment in 1984. As well as the two teachers, the current staff consists of a part-time clerical assistant, a part-time aide, a farmhand and a part-time cleaner. The staff of the Sprent Environment Centre provides an educational program, specifically designed for the primary level, in consultation with the teachers and the students of visiting groups. The intention, therefore, is to provide a program that will suit the particular needs of a visiting group. The program offers a range of activities in environmental, outdoor and rural education. These activities include experiences of farming and farm crafts, experiences with native plants and native animals, and bushwalking at nearby sites: Spellman's Bridge; Walter's Flats; Red Road; Wilmot River; Silver Falls; Leven Canyon; and Gunn's Plains Caves.

2. Practices Applied to Instructional Materials

2.1 Learner-based Verification and Revision

Site-developed curriculum materials, which include booklets, worksheets and group activity work cards, are developed as a result of both consultation with visiting

teachers and pilot-trialling with students. Such materials, at a stage of partial development, are used with groups of visiting students and revised on the basis of feedback from students.

Trialling of commercially available curriculum materials is not undertaken.

2.2 Screening for Adoption

Neither an informal process nor an appraisal form is used to screen site-developed curriculum materials or commercially available curriculum materials.

2.3 Descriptive Analysis and Evaluation

No form of descriptive analysis and evaluation is applied to either site-developed or commercially available curriculum materials.

2.4 Decision-making for Selection

Teachers use the teacher resource room to view displays of commercially available curriculum materials. Selection follows, either independently by a teacher or in consultation with a staff member, who may recommend a particular material.

2.5 Decision-making for Implementation

An informal procedure is used by staff members to advise teachers on how both site-developed and commercially available curriculum materials can be implemented in classrooms. Classroom demonstrations are also used to explain to teachers how site-developed curriculum materials can be implemented.

Site 15: THE WOODBRIDGE MARINE STUDIES CENTRE

1. Introduction

The Woodbridge Marine Studies Centre is situated on the northern outskirts of Woodbridge, a small rural town which depends upon orcharding and fishing. The Centre is located 37 km south of Hobart on the shores of the D'Entrecasteaux Channel, which flows between the mainland and Bruny Island. The Centre originated from a project initiated by a teacher, Allister Martin, at the Woodbridge District High School during 1978. An innovations grant was gained from the Commonwealth Schools Commission, a site for the Centre was found in an old scallop-splitting shed, and enthusiastic support was gained from local fishermen.

The original building is no longer recognisable because the Centre has been extended over the water and modified to accommodate a marine pond and an aquarium room. This allows visiting groups to view underwater schools of fish in the D'Entrecasteaux Channel. The aquarium contains twelve tanks which are used to display invertebrate marine life and the marine pond is stocked with fish and crustaceans. Displays on whaling, diving and fishing technologies are housed in the Centre's foyer, together with a computer-based tide program and a satellite weather forecaster. A small shop stocks a variety of resource materials on environmental studies.

The Centre also operates a small fleet of craft, of which the R.V. Penghana, a fifteen metre research vessel is the most important. It contains a floating classroom and is equipped with a coloured echo-sounder, daylight radar, sonar and automatic pilot for use by students under supervision. An hydraulic winch is used on deck to retrieve specimens. Several dinghies, longboats, and an aluminium runabout constitute the remainder of the fleet.

The Centre is staffed by two full-time teachers, one each in the primary and secondary levels, and a part-time teacher. The staff provides a program on marine studies for primary, secondary and senior secondary groups of students, and also caters for community groups. Participation in a pre-visit orientation seminar by teachers is a prerequisite for visits by school groups to the Centre. The staff of the Centre also caters for visits by groups of teachers in pre-service training.

Whilst on visits, senior students are able to help with fishing gear, study navigation, catch fish, use oceanographic equipment to measure temperature salinity, light and oxygen,

monitor plankton levels, as well as use the on-shore facilities of the Centre. Younger students can learn to row, use seine nets on the local beach, fight off 'pirates', and study the littoral environment.

2. Practices applied to Instructional Materials

2.1 Learner-based Verification and Revision

Techniques for learner-based verification and revision are applied to site-developed instructional materials by the staff of the Woodbridge Marine Studies Centre. Worksheets are pilot-trialled with visiting groups of students and then revised. This allows site-developed materials to meet the needs of visiting groups. Learner-based verification and revision is not applied to commercially available instructional materials.

2.2 Screening for Adoption

An informal procedure is applied to screen commercially available instructional materials. Staff members read and then discuss the content of the materials. Adoption is based upon the appropriateness of the material for environmental studies.

2.3 Descriptive Analysis and Evaluation

Descriptive analytical and evaluative reviews of instructional materials are compiled by staff members of the Woodbridge Marine Studies Centre for the Curriculum Resources Section.

2.4 Decision-making for Selection

Teachers use the Woodbridge Marine Studies Centre to view a range of site-developed and commercially available instructional materials. Teachers select materials independently. A list of commercially available instructional materials, which are provided for sale by the Woodbridge Marine Studies Centre, is offered for decision-making.

2.5 Decision-making for Implementation

An informal procedure is used at orientation seminars to advise teachers on how site-developed curriculum materials may be best implemented.

SITE 16: THE PORT ARTHUR EDUCATION CENTRE

1. Introduction

The transportation of criminals from Britain and the penal practices for punishment of convicts form an important constituent of Tasmanian history. A notorious penal settlement was operated on Settlement Island at Macquarie Harbour on Tasmania's rugged west coast between 1822 and 1833. This settlement was abandoned in favour of a site at the southern extremity of the Tasman Peninsula, 104 km south-east of Hobart. Operating as a centre of secondary punishment for convicts between 1830 and 1877, the Port Arthur penitentiary became the largest penal settlement in Australia.

The Port Arthur Education Program was developed during 1983 as a result of a proposal by the National Parks and Wildlife Service, which was conducting the Port Arthur Conservation and Development Project. A series of workshops were held to develop curriculum materials. As a result, the Port Arthur Education Centre was established during 1984 as a joint initiative by the Education Department of Tasmania and the National Parks and Wildlife Service. Located in the restored Accountant's House at the Port Arthur Historic Site, the Port Arthur Education Centre provides classroom facilities to cater for thirty students, and a museum collection.

Originally provided with two part-time teachers during 1984, the Port Arthur Education Centre has been staffed by a full-time teacher since 1986. This resource teacher works in co-operation with the Port Arthur Historic Site Management Authority. The staff of the Port Arthur Education Centre provides an educational program designed for kindergarten through to grade 12. Students from the technical and further education level and from other Australian states are also catered for by special provisions of the program. The program offers a range of activities: instructional expertise on the Port Arthur Historic Site; conducts seminars with teachers on planning student visits; and provides a collection of artefacts, curriculum materials, professional materials, and audio-visual materials for use on the site.

The National Parks and Wildlife Service and the Education Department of Tasmania (1986) have developed a professional material, Port Arthur Alive: Exploring Past and Present to facilitate the implementation of an educational program for the Port Arthur Education Centre. This professional material consists of five component parts: Part 1, Getting Started; Part 2, Extended Activities; Part 3, Background; Part 4, Eyewitness; and Part 5, Profiles.

Part 1, intended as "an introduction to role-play, with ideas for activities", consists of six sections: Introducing Port Arthur Alive; Getting started on imaginative role-play; Simple drama structures; Building stones from opposite concepts; Visiting Port Arthur; and Further reading and historical sources. Part 2, intended to develop "more advanced role-play ideas and activities", consists of two sections: Reflection; and Extended drama structures. Part 3, intended to provide "notes about transportation, crime and punishment and the Port Arthur penal settlement", contains ten descriptions of background information: British society and transportation; Crimes and penalties 1800-1835; Port Arthur - a description; Controlling the convicts; Punishment and penitence; Religion; Industry; Escape; Private lives; and Health, sickness and death. Part 4, intended to provide "quotes, records, stories in their own words by people who were at Port Arthur in its early days", contains eighteen descriptions, each composed of short documents from primary sources: Dockyard and shipbuilding; Transport by sea; Murder; General descriptions; Punishment and reform; Industry at Port Arthur; Contact between convict and free; Religion and morality; Escape; Convict ballads; Timber-getting; The coal mines; Health, sickness and death; Controlling the convicts; Routing procedures; Leisure for the free; A soldier's life; and A political prisoner. Part 5 presents the "stories of thirty-five people who lived on Tasman Peninsula during Port Arthur's early days".

2. Practices with Instructional Material

2.1 Learner-based Verification and Revision

Site-developed curriculum materials, such as Port Arthur Alive: Exploring Past and Present, have been developed as a result of both consultation with specialists and pilot-trialling with students. The materials are used with a class group of students and revised on the basis of feedback from teachers and students. Such materials are only partly developed at the time of pilot-trialling.

Learner-based verification of commercially available curriculum materials is not undertaken on behalf of publishers.

2.2 Screening for Adoption

An informal procedure is used to screen commercially available curriculum materials. Once curriculum materials are obtained from a variety of sources, they are inspected or read by the consultant. The consultant screens the material on the basis of a perception of its likely match to the educational approach provided at the Port Arthur Education Centre.

2.3 Descriptive Analyses and Evaluation

Annotated lists of curriculum materials are provided to teachers by the consultant.

2.4 Decision-making for Selection

Teachers use the resource to view displays of a range of commercially available curriculum materials. Selection follows, either independently by a teacher or in consultation with a staff member, who may recommend a particular material. Recommendations of particular curriculum materials are also made at seminars.

2.5 Decision-making for Implementation

An informal procedure is used at seminars to advise teachers on how curriculum materials can be implemented in classrooms. Demonstrations, at seminars and during visits to the site by school groups, are used to explain to teachers how Port Arthur Alive: Exploring Past and Present can be implemented in classrooms.

Site 17: THE SCHOOLS BOARD OF TASMANIA

1. Introduction

The Schools Board of Tasmania was instituted on 31 October 1944 by the Education Act 1944 to devise and to administer new systems of awarding school certificates.

When the school leaving age in Tasmania was raised to sixteen years in 1946, a four-year course of secondary education leading to the Schools Board Certificate was implemented. The Schools Board Certificate demanded a level of achievement in basic and optional subjects at the end of a four-year approved course of general education, providing for either an accrediting system or an external examination. In 1959, the Certificate was revised to incorporate two levels of award.

The membership and activities of the Schools Board of Tasmania has expanded since the 1960s. In September, 1966, the Board was reconstituted with twenty-one members and this was increased on two occasions, in 1974 to twenty-three members and in 1984 to twenty-five members. In 1969, the Schools Board of Tasmania conducted, for the first time, the Higher School Certificate Examination which replaced the Matriculation Examination conducted by the University of Tasmania.

In 1984, the Schools Board of Tasmania conducted a review to plan a more appropriate system of certification. The results of the review led to plans to incorporate criterion-based assessments and the development of a single certificate system. These plans are being implemented at present.

2. Practices applied to Instructional Materials

The administrative staff of the Schools Board of Tasmania does not use techniques for these purposes. Teachers and academics, who are members of subject committees, which develop syllabuses for the Schools Board of Tasmania, do apply these practices.

2.1 Learner-based Verification and Revision

Teachers involved in subject committees are not involved in the development of curriculum materials. Consequently, they do not administer to students any forms of pilot-trialling, pilot-testing, field-trialling or field-testing of curriculum materials.

2.2 Screening for Adoption

An informal procedure is applied by teachers on subject committees or sub-committees to screen instructional materials. This procedure varies from committee to committee. Generally, the chairperson of the subject committee prepares a draft list of instructional and professional materials which are then discussed by members of committees or sub-committees.

2.3 Descriptive Analysis and Evaluation

Once instructional materials have been screened, bibliographical lists of recommended texts are compiled for each subject. Amended lists of recommended instructional materials are published in lists attached to subject descriptions in both the School Certificate Manual and the Higher School Certificate Manual. Whilst instructional materials are not recommended for many subjects listed for the school certificate, instructional materials are both prescribed and recommended for the higher school certificate. No form of descriptive review or evaluation is provided, although members of subject committees read instructional materials before they are recommended or prescribed. The requirement for conducting these reviews is based upon three circumstances: firstly, when new syllabi are adopted; secondly, when individual materials go out-of-print and need to be replaced; and thirdly, when subject committees decide to review instructional materials.

2.4 Decision-making for Selection

The lists of recommended instructional materials published in the School Certificate Manual and the lists of both recommended and prescribed materials published in the Higher School Certificate Manual, are also published with other titles in extended lists in subject handbooks being developed for subjects for the higher school certificate. These lists have a particularly significant effect upon the selections of instructional materials that teachers make at the higher school certificate level. This occurs because content is prescribed for higher school certificate subjects.

2.5 Decision-making for Implementation

The Schools Board of Tasmania does not provide guidelines for teachers to implement instructional materials it either recommends or prescribes.

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GLOSSARY

Section 1: Learner-based Verification and Revision

1.1 Pilot-trial

This term is used to designate an initial, small-scale use of the product under conditions not so rigorous as those indicated by the term 'pilot-test'. A pilot-trial is conducted before final development of the product has been completed.

1.2 Pilot-test

Similar to a pilot-trial but more rigorous, including the use of at least one class group of students, the regular teacher using the product, and the administration of formal data-collection instruments to assess student learning.

1.3 Field-trial

Less rigorous than a field-test, a field-trial employs wide-scale use of informal methods of observation relying on teacher and student opinions about the utility and effectiveness of the product, stopping short of the requirements of good experimental design in selecting the sample.

1.4 Field-test

Similar to a field-trial, but more rigorous, a field-test employs specification of the nature of the product to users, specification of the purposes of the field-test to users, the wide-scale use of sampling procedures to select student groups, the administration of data-collection instruments to assess student learning, the training of those field-testing the product, and report writing of results for dissemination of information on the field-test to user groups.

Section 2: Screening for Adoption

2.1 Informal Procedure

This term encompasses a range of activities to screen instructional materials, such as reading, or informal consultations.

2.2 Appraisal Form

This is an instrument embodying a set of agreed-upon criteria. It is administered by committee members as an initial step to screen materials.

Section 3: Descriptive Analysis and Evaluation

3.1 Annotation

This term applies to a simple listing of characteristics of a material based upon descriptive criteria.

3.2 Descriptive Analytical Review

This term applies to extended descriptive analysis of characteristics of a material.

3.3 Descriptive Analytical and Evaluative Review

This term applies to extended descriptive analysis of characteristics of a material based upon descriptive and evaluative criteria.

3.4 Instructional Design Analysis

This term applies to extended descriptive analysis of characteristics of a material based upon a model of curriculum development.

3.5 Instructional Design Analysis to Establish Internal Congruence

This term applies to extended descriptive analysis of characteristics of a material based upon matching the elements within a model of curriculum development.

3.6 Instructional Design Analysis to Establish External Congruence

This term applies to extended descriptive analysis of characteristics of a material based upon a model of curriculum development that fits the material to an instructional program.

Section 4: Decision-making for Selection

4.1 Informal Procedure

This term encompasses a range of activities to select instructional materials, such as scanning displays of materials, referring to publishers' catalogues, or consulting colleagues.

4.2 Rating Scale

This term applies to the use of a scale to rate recommendations of instructional materials for selection.

4.3 Written Brief

This term refers to a brief review aimed at judging the advantages and disadvantages of an instructional material. It is prepared by a consultant or prospective user to aid selection.

Section 5: Decision-making for Implementation

5.1 Informal Procedure

This term encompasses a range of activities to implement instructional materials, such as seminars for professional development.

5.2 Written Brief

This term refers to a brief review of an instructional material. It is prepared by a consultant or prospective user to aid implementation.

5.3 Demonstration

This term applies to the demonstration of an instructional material in the classroom to aid implementation.